

Discretionary
Title I, Part C – Migrant Education
Program Description / Student Needs
Assessment

1. READING / LANGUAGE ARTS

Reading / Language Arts Needs Identification

<u>Current State</u>	<u>Current State</u>	<u>Yearly Target</u>
The <u>number</u> of migrant students by grade that <i>did not</i> achieve “sufficient” or better on the CRT in reading / language arts for the 03/04 school year.	The <u>percentage</u> of migrant students by grade that <i>did not</i> achieve “sufficient” or better on the CRT in reading / language arts for the 03/04 school year	The percentage growth by grade necessary to achieve the minimum 65% proficiency goal in reading / language arts.
Grade 1: #	%	
Grade 2: #	%	
Grade 3: #	%	
Grade 4: #	%	
Grade 5: #	%	
Grade 6: #	%	
Grade 7: #	%	
Grade 8: #	%	

a. What are the areas of greatest reading / language arts needs of migrant students in the District?

Reading / Language Arts Achievement Barriers.

	Significant	Important	Some-what important	Not a barrier	Unknown
Insufficient English language proficiency					
Low level of parent / guardian literacy					
Lack of transportation to and from school functions					
Home atmosphere places little significance or value on education					
Students are working rather than attending school.					
Extended periods of absence during the school year.					
Inefficient communication between the school and the family.					
Limited access to supplemental education programs.					
Health barriers and mental wellness issues					
Inconsistent or unstable housing					
Limited prior educational Opportunity					
School staff is unaware of students' specific needs					
Students are needed at home.					
Other: Explain:					

b. What does the District recognize as the greatest barriers to migrant students' reading / language arts academic success?

c. Narrative

1. Please describe the services that the District will provide to address the identified reading / language arts needs of migrant students.
2. How will the District overcome the recognized barriers to the academic success in reading / language arts of migrant students?
3. What evidence can the District give for the efficacy for its selected Migrant Program components in addressing specific reading / language arts needs and overcoming barriers?
4. Please provide the timeline for the implementation of the Migrant Education Reading / Language Arts Program and its components.
5. What is the duration of each reading / language arts service provided for migrant students?
6. Please provide a list of Migrant Education Program staff that will be providing reading / language arts instruction and their qualifications.

2. MATHEMATICS

Mathematics Needs Identification

<u>Current State</u>	<u>Current State</u>	<u>Yearly Target</u>
The number of migrant students by grade that <i>did not</i> achieve “sufficient” or better on the CRT in Mathematics for the 03/04 school year.	The percentage of migrant students by grade that <i>did not</i> achieve “sufficient” or better on the CRT in Mathematics for the 03/04 school year	The percentage growth by grade necessary to achieve the minimum 57% proficiency goal in Mathematics.
Grade 1: #	%	
Grade 2: #	%	
Grade 3: #	%	
Grade 4: #	%	
Grade 5: #	%	
Grade 6: #	%	
Grade 7: #	%	
Grade 8: #	%	

a. What are the areas of greatest Mathematics needs of migrant students in the District?

Mathematics Achievement Barriers.

	Significant	Important	Some-what important	Not a barrier	Unknown
Insufficient English language proficiency					
Low level of parent / guardian literacy					
Lack of transportation to and from school functions					
Home atmosphere places little significance or value on education					
Students are working rather than attending school.					
Extended periods of absence during the school year.					
Inefficient communication between the school and the family.					
Limited access to supplemental education programs.					
Health barriers and mental wellness issues					
Inconsistent or unstable housing					
Limited prior educational Opportunity					
School staff is unaware of students' specific needs					
Students are needed at home.					
Other: Explain:					

b. What does the District recognize as the greatest barriers to migrant students' Mathematics academic success?

c. Narrative

- a. Please describe the services that the District will provide to address the identified mathematics needs of migrant students.
- b. How will the District overcome the recognized barriers to the academic success in mathematics of migrant students?
- c. What evidence can the District provide for the efficacy for its selected Migrant Program components in addressing specific mathematics needs and overcoming barriers?
- d. Please provide the timeline for the implementation of the Migrant Education Mathematics Program and its components.
- e. What is the duration of each mathematics service provided for migrant students?
- f. Please provide a list of Migrant Education Program staff that will be providing math instruction and their qualifications.

3. English Language Acquisition

English Language Acquisition Needs Identification

<u>Current State</u>	<u>Yearly Target</u>	<u>Need</u>
The <u>number and percentage</u> of migrant students by grade that did not demonstrate English language proficiency because they received an “A”, “B”, or “C” on the Idea Proficiency Test, or other English language proficiency test during the 03/04 school year.	The <u>percentage</u> of migrant students by grade that the district has set as a goal to increase at least 5 points within a letter level on the IPT, or other English Language proficiency test during the 04/05 school year.	The difference between the current state and the yearly target.
Grade 1: # %		
Grade 2: # %		
Grade 3: # %		
Grade 4: # %		
Grade 5: # %		
Grade 6: # %		
Grade 7: # %		
Grade 8: # %		
Grade 9: # %		
Grade 10: # %		
Grade 11: # %		
Grade 12: # %		

a. What are the areas of greatest English language acquisition needs of migrant students in the District?

English Language Acquisition Achievement Barriers.

	Significant	Important	Some-what important	Not a barrier	Unknown
Limited exposure to the English language.					
Low level of parent / guardian literacy					
Lack of transportation to and from school functions					
Home atmosphere places little significance or value on education					
Students are working rather than attending school.					
Extended periods of absence during the school year.					
Inefficient communication between the school and the family.					
Limited access to supplemental education programs.					
Health barriers and mental wellness issues					
Inconsistent or unstable housing					
Limited prior educational Opportunity					
School staff is unaware of students' specific needs					
Students are needed at home.					
Other: Explain:					

b. What does the District recognize as the greatest barriers to migrant students' English language acquisition success?

c. Narrative

- a. Please describe the services that the District will provide to address the identified English language acquisition needs of migrant students.
- b. How will the District overcome the recognized barriers to the academic success in English language acquisition of migrant students?
- c. What evidence can the District provide for the efficacy for its selected Migrant Program components in addressing specific English language acquisition needs and overcoming barriers?
- d. Please provide the timeline for the implementation of the Migrant Education English Language Acquisition Program and its components.
- e. What is the duration of each English language acquisition service provided for migrant students?
- f. Please provide a list of Migrant Education Program staff that will be providing English language acquisition services and their qualifications.

4. High School Graduation

Graduation Needs Identification

<u>Current State</u>	<u>Yearly Target</u>	<u>Need</u>
The <u>number and percentage</u> of high school age migrant students by grade that are on course to graduate with a regular diploma during the 04/05 school year.	The <u>percentage</u> of high school age migrant students by grade that the district has set as a goal to be on course to graduate with a regular diploma during the 04/05 school year.	The difference between the current state and the yearly target.
Grade 9: # %		
Grade 10: # %		
Grade 11: # %		
Grade 12: # %		

- a. What does the District recognize as contributing factors to migrant students' dropping out or failing to graduate from high school?
- b. How will the Migrant Education Program address these factors, ensuring that migrant students will graduate from high school?
- c. What evidence can the District provide as to the efficacy of selected Migrant Education Program components regarding high school graduation?

5. Tracking Migrant Student Attendance Patterns

Total number of migrant students from the COE count as of September 2004	September – November	September – November	December – February	December – February	March – May	March – May	June – August	June – August
	The total number of migrant students enrolled in the district during these months of the 03/04 school year.	The number of enrolled migrant students that missed 3 days or less during these months	The total number of migrant students enrolled in the district during these months of the 03/04 school year.	The number of enrolled migrant students that missed 3 days or less during these months	The total number of migrant students enrolled in the district during these months of the 03/04 school year.	The number of enrolled migrant students that missed 3 days or less during these months	The total number of migrant students enrolled in the district during these months of the 03/04 school year.	The number of enrolled migrant students that missed 3 days or less during these months

a. Given migrant student enrollment patterns, how will the District support the specific academic needs of migrant students throughout the school year?

b. Describe the District plan to improve or maintain the attendance rates of migrant students.

8. Please explain how the district will provide for the needs of pre-school age migrant students.

a. Please explain how the district will continue to accurately assess the needs of pre-school aged migrant students.

9. Please describe the family literacy programs the Migrant Education Program will provide.

10. Please explain how the district will provide for the health needs of migrant students.

- a.** Please explain how the district will continue to accurately assess the health needs of migrant students

11. Please explain how the district will provide for any social services needs (housing, legal, counseling etc.) that migrant students may have.

- a.** Please explain how the district will continue to accurately assess any social service needs of migrant students.

12. Please explain the district plan to evaluate the progress of the Migrant Education Program toward achieving its goals.

